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ABSTRACT

Noting that issues of assessing and evaluating learning and teaching have become a dominant concern in recent years, this book describes the journey of a group of classroom teachers, administrators, and researchers as they addressed the issues of evaluation and assessment. The book details the results of a collaborative project undertaken in Australia by the aforementioned group. The book outlines the principles of responsive learning that provide teachers in literacy classrooms with a theoretical framework of evaluation to help them interpret the information they collect in consistent and coherent ways. Essays in the book are: (1) "Why Is Evaluation of Learning Such a 'Hot' Issue? What's the Problem?" (Brian Cambourne); (2) "Getting a Nut and Bolt with the Same Thread: Matching Evaluation Theory with Language Learning Theory" (Jan Turbill); (3) "What We Found Out from the Research Project" (Brian Cambourne and Jan Turbill); (4) "Making Beliefs Explicit: One Teacher's Journey" (Vonne Mathie); (5) "Organising the Classroom for Responsive Evaluation: Getting Started K-3" (Janelle Graham); (6) "Organising the Classroom for Responsive Evaluation: Pushing Ahead in Years 3-6" (Nyla Sims); (7) "Children as Evaluators: Understanding Evaluation from the Inside" (Maxine Green); (8) "Interpreting Data: How Do We Make Sense of What We Collect?" (Brian Cambourne and others); (9) "Creating a Community of Learners for Change" (Roy Williams); (10) "Collaborating on Assessment: Changing the Culture of Assessment and Evaluation" (Stan Warren); (11) "Teacher Empowerment: Evaluation in the Hands of Teachers" (John Bladen); and (12) "Yes, But How Do We Make Assessment and Evaluation 'Scientific'?" (Brian Cambourne and others). (RS)

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